

## Applied Psychology Learning Standards

*During this semester, you will be asked to demonstrate your ability in the following standards. These standards relate to your thinking skills and abilities over your mastery of content. You will demonstrate each standard at least twice throughout the semester.*

### Empathize

Standard 1	Exceeds	Meets	Nearly Meets	Beginning
I can conduct empathy interviews and synthesize, and report on findings	-I conducted multiple empathy interviews with carefully selected individuals and stakeholders. -I provide a thoughtful synthesis of findings and can provide a detailed overview of my findings.	-I conducted multiple empathy interviews with relevant individuals and stakeholders. -I provide a synthesis of findings and can provide a clear overview of my findings.	I apply some wellness strategies to my life inside and outside of class to promote balance and wellness.	I do not apply wellness strategies to my life inside and outside of class to promote balance and wellness.

### Define

Standard 2	Exceeds	Meets	Nearly Meets	Beginning
I can define the problem of the situation by understanding the needs of critical stakeholders.	-I clearly identify detailed and carefully selected needs of stakeholders. -I create a problem statement that provides a specific overview of the problem.	-I clearly identify the needs of stakeholders. -I create a problem statement that provides a clear overview of the problem.	-I identify a few of the needs of stakeholders. -I create a problem statement that provides a limited overview of the problem.	-I identify limited of the needs of stakeholders. -I create a problem statement that provides a unclear overview of the problem.

### Collecting & Evaluating Evidence

Standard 3	Exceeds	Meets	Nearly Meets	Beginning
We can collect evidence from multiple online and creative resources to answer questions.	-I collected ethos, logos, and pathos evidence from multiple credible online and creative sources (literature, community experts, etc.). -I performed a thoughtful evaluation of sources that included a detailed examination of the value and limitations of a source of information.	-I collected ethos, pathos, and logos evidence from credible sources. -I performed an evaluation of sources that included a clear examination of the value and limitations of a source of information.	-I collected some evidence from online or only a single type of sources. -I performed a partial evaluation of sources that included some examination of the value and limitations of a source of information.	-I collected limited evidence from online or not credible sources. -I performed a limited evaluation of sources that did not fully account for the value and limitations of a source of information.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

## Applied Psychology Learning Standards

### Communicating Learning

Standard 4	Exceeds	Meets	Nearly Meets	Beginning
I can communicate what I have learned about my topic in a clear manner.	I provide a detailed and thoughtful overview of what I have learned in my research and explain the significance of this learning to solving my problem.	I provide a clear overview of what I have learned in my research and explain the significance of this learning to solving my problem.	I provide a partial overview of what I have learned in my research or provide a partial overview of the significance of this learning to solving my problem.	I provide an unclear or limited overview of what I have learned in my research or provide a limited overview of the significance of this learning to solving my problem.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

### Ideate

Standard 5	Exceeds	Meets	Nearly Meets	Beginning
We can develop original ideas that solve real world issues.	We developed an original and valuable idea that solves a problem and is worth sharing with an authentic audience. -We thoughtfully evaluate our ideas using different types of thinking.	We developed a clear and valuable idea that solves a problem and is worth sharing with an authentic audience. -We evaluate our ideas using different types of thinking.	We developed an unoriginal or partially valuable idea that solves a real world problem. -We partially evaluate our ideas using different types of thinking.	We developed an unclear idea that does not clearly solve a problem. -We evaluate our ideas in limited or superficial ways.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

### Prototype

Standard 6	Exceeds	Meets	Nearly Meets	Beginning
We can develop consumable prototypes that help stakeholders better understand our vision.	We developed a consumable and detailed prototype of our idea that helps our authentic audience better understand and visualize our idea.	We developed a consumable prototype of our idea that helps our authentic audience better understand and visualize our idea.	We developed a consumable prototype of our idea that somewhat helps our authentic audience better understand and visualize our idea.	We developed a prototype of our idea that does not help our authentic audience better understand and visualize our idea.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

### Test

Standard 7	Exceeds	Meets	Nearly Meets	Beginning
We share our ideas and products with authentic audiences and respond to feedback to improve our idea.	We shared our idea and prototypes with carefully selected authentic audiences and gathered detailed feedback. -We consider & responded to the feedback in a meaningful manner.	We shared our idea and prototypes with an authentic audience and gathered clear feedback. -We consider & responded to the feedback where appropriate.	We shared our idea and prototypes with an audience and gathered limited feedback. -We consider & responded to the feedback in partial ways.	We shared our idea and prototypes with an audience and gathered limited feedback. -We consider & responded to the feedback in a limited way.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

## Applied Psychology Learning Standards

### Present & Share

Standard 8	Exceeds	Meets	Nearly Meets	Beginning
I can present my ideas in a professional and polished manner to an authentic audience.	<p>-We used carefully selected ethos, pathos, and logos evidence to defend our idea and carefully address counterclaims.</p> <p>-----</p> <p>- We used creative and carefully selected multimedia tools to add information to our presentation in an engaging manner.</p> <p>-----</p> <p>-We targeted our idea, evidence, counterclaim, and use of multimedia to carefully address the interests of a specific and authentic audience.</p>	<p>-We used appropriate ethos, pathos, and logos evidence to defend our idea and clearly address counterclaims.</p> <p>-----</p> <p>-We used effective multimedia tools to add information to our presentation without distracting our audience.</p> <p>-----</p> <p>- We targeted our idea, evidence, counterclaim, and use of multimedia to address the interests of an authentic audience.</p>	<p>-We used a limited type of evidence to defend our idea and provided a limited address of counterclaims.</p> <p>-----</p> <p>-We used unoriginal or boring multimedia tools to add information to our presentation.</p> <p>-----</p> <p>-We presented an idea, evidence, counterclaim, and use of multimedia with limited consideration to a specific and authentic audience.</p>	<p>-We used some evidence that did not fully support our idea and did not address counterclaims.</p> <p>-----</p> <p>We used limited multimedia tools to add information to our presentation or distracted our audience.</p> <p>-----</p> <p>We presented information that was not targeted towards any specific audience.</p>

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

### Collaboration

Standard 9	Exceeds	Meets	Nearly Meets	Beginning
We can collaborate to plan, build, and present a project.	We used our individual talents and interests to add meaningful contributions to our group project. We listen to each other and act with responsibility and compassion towards our group members.	We used our individual talents and interests to add recognizable contributions to our group project.	We used some of our individual talents and interests to add some contributions to our group project.	We used limited individual talents and interests to add unspecific contributions to our group project.

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_

### Reflection

Standard 10	Exceeds	Meets	Nearly Meets	Beginning
We can evaluate our choices and project.	<p>I provided a detailed and thoughtful evaluation of our choices of types of evidence and presentation strategies.</p> <p>-----</p> <p>I provide a detailed and thoughtful evaluation of my work as an individual &amp; group member and make thoughtful plans for improvement.</p>	<p>We provided a clear evaluation of our choices of types of evidence and presentation strategies.</p> <p>-----</p> <p>I provide a clear evaluation of my work as an individual &amp; group member and make thoughtful plans for improvement.</p>	<p>We provided a superficial evaluation of our choices of types of evidence and presentation strategies.</p> <p>-----</p> <p>I provide a superficial of my work as an individual &amp; group member and make thoughtful plans for improvement.</p>	<p>We provided a limited evaluation of our choices of types of evidence and presentation strategies.</p> <p>-----</p> <p>I provide a limited of my work as an individual &amp; group member and make thoughtful plans for improvement.</p>

Quarter 1: \_\_\_\_\_

Quarter 2: \_\_\_\_\_